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ABSTRACT

Volume 3 of the report of the Southwest Educational Development Laboratory training program for RDD&E personnel is devoted to a budget-cost analysis. The introduction outlines the scope of the program and the total man-hours required for the training modules, together with the proposed first-year budget. Other chapters detail the first year expenditures (materials development, training development, and program development), with second, third, and fourth year expenditures in less detail. A summary shows the way the costs will be distributed each year among the sub-contractors and consortium members. The rationale for sub-contracting component and subsystem work is that the most capable and knowledgeable resources in the consortium should be engaged to construct the program and to allow for maximum administrative and managerial utility. (Related documents are SP 005 047 and SP 005 048.) (MBM)

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RFP 70-12: A DESIGN OF NEW PATTERNS TO TRAIN RESEARCH, DEVELOPMENT, DEMONSTRATION/DISSEMINATION, AND EVALUATION PERSONNEL IN EDUCATION

FINAL REPORT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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VOLUME III:

Budget-Cost Analysis for the Training Program

December 18, 1970
Southwest Educational Development Laboratory
Austin, Texas

SP005049

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
800 BRAZOS STREET, AUSTIN, TEXAS 78701 – 512 476-6861

December 15, 1970

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Dr. John Egermeier
Chief - Reseach Training Branch
National Center for Educational Research
and Development
Room 3051
400 Maryland Avenue, S.W.
Washington, D. C. 20202

Dear Dr. Egermeier:

Submitted herewith is a proposal to develop and implement a training system which will fill identified national personnel needs for educational research, development, demonstration/ diffusion, and evaluation. Presented in three volumes, this proposal and final report of the planning phase includes Design of the Training Program (Vol. 1), Scope and Developmental Process of the Training Program (Vol. II), and Budget-Cost Analysis for Training Program (Vol. III).

The first volume contains a comprehensive summary of the activities of the training consortium led by the Southwest Educational Development Laboratory and a review of a national needs survey conducted by the consortium to determine training priorities. It also contains a description of a proposed training system to fill identified national needs.

Volume II outlines the consortium's plans for designing training modules, pilot testing them, and utilizing them. Volume III contains a statement of the cost of developing the proposed training program.

The delivery of this report on this date concludes the first phase of this project. The consortium members during this initial phase have demonstrated their ability to work together productively. This cooperative framework will continue to be an asset in the implementation of this proposal.

Very sincerely,

Edwin Hindsman

Edwin Hindsman
Executive Director

EH:ap

BRIEFING SUMMARY

New Design for Training

Prime contractor for operational phase:

Southwest Educational Development Laboratory

Project director for operational phase:

Dr. Walter F. Stenning
Director of Training Systems Design

Principal participants in operational phase:

Institutions	Individuals
1. Southwest Educational Development Laboratory	Dr. Walter F. Stenning
2. Texas Education Agency	Dr. Harlan Ford
3. University of Texas College of Education	Dr. Jackson B. Reid
4. Research and Development Center for Teacher Education	Dr. Oliver H. Bown
5. Educational Development Corporation	Dr. Dorothy A. Fruchter
6. Education Service Center Region XIII	Dr. Milton L. Smith
7. Austin Independent School District	Mr. Marshel Ashley
8. Louisiana State University College of Education	Dr. Fred Smith
9. Arizona State University	Dr. Michal Clark
10. Brigham Young University Department of Instructional Research and Development	Dr. M. David Merrill
11. Human Development Institute, Inc. Bell and Howell - Behavioral Science	Dr. Stephen Friedlander
12. Santa Clara County Office of Education Center for Planning and Evaluation	Dr. Frederick Long Dr. Thomas Owens Dr. Stephen Schwimmer Dr. Richard A. Gustafson
13. Pennsylvania State Department of Education	Dr. Paul Campbell
14. United States Research and Development Corporation	Dr. Frederick Haddad

Major manpower needs being addressed: The proposed training system is designed to train educational research and research-related personnel in four essential functions: Research, Development, Diffusion, and Evaluation. The seven primary skill areas to be addressed relating to the functions of RDD&E personnel in education are:

1. Conceptualizing issues and processes in education
2. Designing techniques to carry out educational goals
3. Setting educational objectives
4. Measuring and evaluating educational objectives
5. Summarizing and communicating outcomes
6. Implementing outcomes
7. Identifying and incorporating attitudes, values, and practices of minority groups in the educational process

Unique features of rationale, content, and process of the proposed design: To determine the existing manpower needs for research, development, diffusion, and evaluation personnel in education, a national survey was made of a representative sample of agencies and institutions. Included were research and development centers at colleges and universities, research institutions and agencies, state departments of education, schools and school systems, and business and industrial organizations. A systems approach was selected as the most effective means for developing a training program.

The system selected to develop the proposed training program is the Developmental Process. In use for the past five years at the Southwest Educational Development Laboratory, this process provides efficient ways for formulating, developing, testing, and evaluating educational products and learning systems. To insure the success of a system, there are six interrelated stages through which that system must progress. These include (1) context analysis, (2) conceptual design, (3) product design, (4) pilot test, (5) field test, and (6) marketing and diffusion. After three and one-half years of progress through each stage of the developmental process, the proposed training program is anticipated to be a complete and effective system.

During the context analysis and conceptual design stages, the training system was divided into four subsystems: diagnosis, training, placement, and management. The diagnostic system will be based on an in-depth analysis of organizational needs and goals, individual needs and goals as they relate to that organization, and a series of diagnostic tests. From this information a diagnostic profile will be created and used to develop individual, modular, instructional units. In this manner the training subsystem will provide flexible and appropriate training material for each agency and individual to be trained. An exportable and individually-tailored training package will afford maximum effectiveness for the trainee and his agency and a minimum of disruption to normal work patterns in the established organizational setting.

The management subsystem will coordinate all elements of the training system. Retrieval programs for the subsystem, initially developed and tested at the Santa Clara Center for Planning and Evaluation, will provide information on agency and individual diagnoses and follow-up evaluation material. The placement subsystem will retain information on agencies and institutions interested in trainees, trainees who have completed the program, internship sites, and evaluation data for trainees and their supervisors. The interaction of these four subsystems will lend strength to the training program as a whole and provide an appropriate structure for the effectiveness and control of the system.

Specific course content will be aimed at providing knowledge and developing skills to improve trainees' ability to handle the most pressing educational problems. Studies of different cultures and socioeconomic levels, of relationships between the school world and the larger community, and of environment and ecology, as well as explorations of human relations, teaching methods, and the effects of poverty and deprivation will afford a broad-based approach for developing new skills. Trainees will also be taught about the processes of development of educational products and methods, systems approach and analysis, the processes of change, the aspects of self-improvement, and the elements of planning and management.

In summary, the proposed training system will incorporate a wide variety of institutional and individual needs. Through the use of modular instructional units, the most flexible and exportable training can be achieved. Internship experiences, where applicable, will be offered to give the trainee an opportunity to practice new skills in an organizational setting similar to that of the agency for which he has trained. Individuals who have completed training will be placed in accordance with their competency levels and skills, as revealed by the information on the diagnostic profiles. Built-in mechanisms for evaluation and revision will assure the most suitable and efficient means for the development of training in relation to the goals outlined by the agency. Finally, the proposed training program will produce competent, professional individuals, equipped with the skills necessary to meet the demand for educational research and research-related personnel in education.

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VOLUME III

BUDGET-COST ANALYSIS

FOR THE TRAINING PROGRAM

INTRODUCTION:

Needs assessment, alternative strategies and decisions, and an operational design for new patterns to train research, development, diffusion, and evaluation personnel have been delineated in order to develop a training program covering major areas of skill development. Ideally, the consortium has proposed a training program to develop skills in each of the following areas:

1. Orientation to RDD&E
2. Conceptualization of goals and processes in education
3. Developmental conception and design in research
4. Objective setting to develop instructional systems
5. Design and analysis
6. Summary and communication of outcomes
7. Implementation of outcomes
8. Identification and incorporation of attitudes, values, and practices of target groups in the educational process.

These areas would constitute 541 hours of modular training time and 1040 hours of internship experience (based on six months internship projection). Approximately $1.3 million dollars over a 42-month period would be required to develop and evaluate the modular training components and the diagnostic, training, placement, and management subsystems.

Because of budgetary limitations by the U.S. Office of Education, however, it has been necessary to revise the proposed program. In the revised program, skill areas one through seven, above, will be developed. A total of 251 hours of modular training time and 1,040 hours of internship experience will comprise 48 modules. Total project costs for the revised program are $875,000.

The proposed program delineates modules and training hours as follows:

Orientation:		HOURS
1.	Definitions	0.5
2.	History and process	1.0
3.	Written application of R&D	0.5
4.	Video tour of R&D process	0.5
5.	Definitions test and review, evaluation	0.5
6.	Identification of R&D staff (usage)	1.0
7.	Identification of available training	0.5
8.	Identification of jobs of R&D staff	1.0
9.	Review of staffing patterns	0.5
10.	Two R&D staff problems for decisions	2.0
	TOTAL	8.0

Conceptualization of Goals and Process in Education:		
11.	Definitions and examples	1.0
12.	Problem identification and goal statements	10.0
13.	Overview of RDD&E strategies	4.0
14.	Research and evaluation	10.0
15.	Development and evaluation	10.0
16.	Diffusion and evaluation	10.0
17.	Systems and model development	5.0
18.	Use of consultants	5.0
	TOTAL	55.0

Developmental Conception and Design in Research:		
19.	Definitions	1.0
20.	Delineation of the design problem	10.0
21.	Applications to RDD&E	15.0
22.	Interpretation and conclusions from data analysis	5.0
23.	Use of consultants	5.0
	TOTAL	36.0

Objective Setting to Develop Instructional Systems:		
24.	Definitions	1.0
25.	Instructional Systems Approach	5.0
26.	Design of instructional sequence	5.0
27.	Design of instructional context	5.0
28.	Integration of sequence and context	5.0
29.	Applications of objectives to RDD&E	10.0
30.	Use of consultants	5.0
	TOTAL	36.0

Design and Analysis:	HOURS
31. Definitions	1.0
32. Delineation of problem to be evaluated	5.0
33. Types of evaluation instruments	10.0
34. Applications to RDD&E	15.0
35. Recommendations according to evaluation results	5.0
36. Use of consultants	5.0
TOTAL	41.0

Summary and Communications of Outcomes:	
37. Definitions	1.0
38. Interpretation of findings	5.0
39. Selection of recommendations	5.0
40. Types of communication	10.0
41. Identification of audience	5.0
42. Application to RDD&E	20.0
43. Use of consultants	4.0
TOTAL	50.0

Implementation of Outcomes:	
44. Definitions	1.0
45. Identification of application and consumer of developed product	10.0
46. Relationship of product to system	4.0
47. Identification of short and long range goals	5.0
48. Use of consultants	5.0
TOTAL	25.0

TOTAL HOURS OF TRAINING	251.0

Should additional funds become available for an expanded training program, the consortium would propose the additional development of the following modules:

Developmental Conception and Design in Research:

- Introduction to statistical analysis
- Descriptive methods
- Inferential methods (general)
- Statistical inference
- Anova (analysis of variants)
- Regression
- Non-parametric methods

TOTAL HOURS: 90

Design and Analysis:

- Choosing an existing metric)
- Developing psychometric instruments)
- Applying psychometric instruments)
- Applying analytical techniques)
- Selecting statistical methods to implement design)
- Working with techniques (emphasis on relationship)) TOTAL HOURS: 90
- Using correlation methods in test analysis)
- Recognizing non-parametric approach situations)
- Applying correctional formulae)
- Utilizing electronic data processing)

Identification and Incorporation of Attitudes and Values in Minority Groups:

- Definitions)
- Variables for RDD&E activities involving students, teachers, or parents)
- Analysis of target groups)
- Afro-American minority group characteristics)
- Mexican-American minority group characteristics) TOTAL HOURS: 80
- Anglo-American minority group characteristics)
- Indian-American minority group characteristics)
- Applications to RDD&E)
- Use of consultants)

The proposed training program is intended to reach colleges and universities and all types of educational agencies. Students who have valuable formal training often have little practical experience. Agency personnel, however, receive valuable on-the-job training but perhaps less formal educational experience. Both such groups would receive module training and internship experience administered so as to produce competent, efficient personnel in RDD&E functions.

A DESIGN OF NEW PATTERNS TO TRAIN
RESEARCH, DEVELOPMENT, DEMONSTRATION/DISSEMINATION,
AND
EVALUATION PERSONNEL IN EDUCATION

PROPOSED BUDGET
February 1, 1971 - January 31, 1972

PERSONNEL SALARIES (including consultant fees)		$ 47,300
EMPLOYEE BENEFITS (22.4% of total salaries)		10,259
TRAVEL		9,950
SUPPLIES AND MATERIALS		1,186
COMMUNICATIONS		3,163
DUPLICATING AND REPRODUCTION		11,000
STATISTICAL SERVICES		1,000
TESTING SERVICES		-0-
OTHER SERVICES		-0-
FINAL REPORT		200
EQUIPMENT (Rental)		800
TRAINING COST		-0-
INSTITUTIONAL COST		-0-
OTHER DIRECT COSTS		123,475
Meeting Cost ($25/Meeting x 6)	$ 150	
Rent and Utilities (1,250 sq. ft. x $4.26/sq. ft./yr.)	5,325	
Sub-Contracts	118,000	
Subtotal Direct Cost		208,333
*INDIRECT COST (20% of Direct Cost)		41,667
TOTAL PROJECT COSTS		$250,000

*Rate accepted by the Department of Health, Education and Welfare, Office of Education, Division of Educational Laboratories

Table 1

DUPLICATING AND REPRODUCTION - Year One:

The cost for these services will include amounts in printing, xeroxing, and production of audio and video materials such as instructors manuals for training components, tests, interview materials, course materials, and other appropriate items.

TOTAL: $11,000

STATISTICAL SERVICES - Year One:

This entry includes use of data processing in the Training Project for the four major subsystems. The amount is figured at the rate of $100/hour of machine operation.

TOTAL: $ 1,000

TESTING SERVICES - Year One:

No amount is budgeted here. Testing services will be included under program development as the evaluation necessary during the Training Project.

OTHER DIRECT COSTS - Year One:

These costs are as specified in Table 2 and as discussed in the narrative sections under Materials Development, Training, and Program Development.

Items such as Equipment Rental and Final Report are self-explanatory.

INDIRECT COSTS - Year One:

Indirect costs total $41,667 for the year. This amount is based on 20 percent of direct costs as a normal operating cost in the Laboratory. This rate is acceptable under Division of Educational Laboratory policies. John Egermier has indicated that the eight percent overhead rate stipulated for training projects by the Office of Higher Education might be negotiated at the time of contract arrangements on RFP 70-12.

Year One consists of three major activities:

1. Materials Development
2. Training
3. Program Development

Expenditures for each of these major activities are shown in Table 2 and are followed by a narrative description and rationale for the three activities during Year One.

A DESIGN OF NEW PATTERNS TO TRAIN
RESEARCH, DEVELOPMENT, DEMONSTRATION/DISSEMINATION,
AND
EVALUATION PERSONNEL IN EDUCATION

ESTIMATED COST
February 1, 1971 - January 31, 1972

	MATERIALS DEVELOPMENT	TRAINING	PROGRAM DEVELOPMENT	TOTAL
PERSONNEL SALARIES (including consultant fees)	$ 35,475	$ 4,730	$ 7,095	$ 47,300
EMPLOYEE BENEFITS (22.4% of total salaries)	7,694	1,026	1,539	10,259
TRAVEL	7,462	995	1,493	9,950
SUPPLIES AND MATERIALS	889	119	178	1,186
COMMUNICATIONS	2,373	316	474	3,163
DUPLICATING AND REPRODUCTION	8,250	1,100	1,650	11,000
STATISTICAL SERVICES	750	100	150	1,000
TESTING SERVICES	-0-	-0-	-0-	-0-
OTHER SERVICES	-0-	-0-	-0-	-0-
FINAL REPORT	150	20	30	200
EQUIPMENT (Rental)	600	80	120	800
TRAINING COST	-0-	-0-	-0-	-0-
INSTITUTIONAL COST	-0-	-0-	-0-	-0-
OTHER DIRECT COSTS				
Meeting Cost	112	15	23	150
Rent and Utilities	3,993	533	799	5,325
Sub-Contracts	103,500	6,800	7,700	118,000
SUBTOTAL DIRECT COST	171,248	15,834	21,251	208,333
INDIRECT COST (20% of Direct Cost)	34,250	3,167	4,250	41,667
TOTAL PROJECT COSTS	$ 205,498	$ 19,001	$ 25,501	$ 250,000

Table 2

First Year Expenditures - February 1, 1971 through January 31, 1972:

Total project costs for Year One are $250,000. The combined budgets for materials development, program development, and training comprise the first year's expenditures. Applications for research support in the three major areas do not appear in this volume but are submitted with this final report as requested by the U. S. Office of Education.

I. Materials Development. Total project costs for Materials Development, during the first year, will be $205,498. Of this figure, direct costs account for $171,248 of the total project costs. The emphasis under Materials Development is on production, evaluation, and revision of the subsystems and the modular training components. By the end of Year One, it is anticipated that the major portions of the subsystems will have been developed. Some pilot tests will be conducted during the latter part of this year's operation and completed during the first part of Year Two in preparation for field testing of the total subsystems and the modular components.

Salaries for Materials Development in Year One will account for $35,475 of the year's expenditures, with employee benefits totalling $7,694. Travel is allotted at $7,462. Supplies and materials, communications, and duplicating and reproduction entered separately total $11,512. Data processing and statistical analysis are scheduled at $750, with rent and utilities budgeted at $3,993.

Ten sub-contractors will receive funds for the first year totaling $103,500 for materials development. Thirteen sub-contractors are projected over the three-and-a-half year period. These sub-contractors and their tentative commitments, are:

A. The University of Texas R&D Center for Teacher Education:

(See Volume II under Development)

Year One expenditures: $2,000

Commitment: (a) appointment of a senior staff member to coordinate the testing and evaluation of the various modules on 10 or more hours of training; and (b) designation of a consortium representative to attend periodic consortium meetings during the operational phase of the program for the purpose of establishing policies and reviewing development.

B. Texas Education Agency: (See Volume II under Development)

Year One expenditures: $2,000

Commitment: (a) appointment of a senior staff member to coordinate the testing and evaluation of the various modules on 10 or more hours of training and (b) designation of a consortium representative to attend periodic meetings during the operational phase of the program for the purpose of establishing policies and reviewing development.

C. Louisiana State University: (See Volume II under Development)

Year One expenditures: $20,000

Commitment: (a) appointment of a senior staff member to devote 25% of his time to the coordination of the testing and evaluation of the various modules; (b) provision of 100 students to take 10 or more hours of training for evaluation purposes; (c) development of 50 hours of training in "summary and communications of outcomes" for the training subsystem, the instruments for the diagnostic subsystem in that area, and the post-module evaluation instrument in that area; and (d) designation of a consortium representative to attend periodic consortium meetings during the operational phase of the program for the purpose of establishing policies and reviewing development.

D. Education Service Center - Region XIII: (See Volume II under Development)

Year One expenditures: $2,000

Commitment: (a) appointment of a senior staff member to coordinate the testing and evaluation of the various modules on 10 or more hours of training, and (b) designation of a consortium representative to attend periodic meetings during the operational phase of the program for the purpose of establishing policies and reviewing development.

E. University of Texas College of Education: (See Volume II under Development)

Year One expenditures: $2,000

Commitment: (a) appointment of a senior staff member to coordinate the testing and evaluation of the various modules on 10 or more hours of training, and (b) designation of a consortium representative to attend periodic consortium meetings during the operational phase of the program for the purpose of establishing policies and reviewing development.

F. Austin Independent School District: (See Volume II under Development)

Year One expenditures: $2,000

Commitment: (a) appointment of a senior staff member to coordinate the testing and evaluation on 10 or more hours of training, and (b) designation of a consortium representative to attend periodic consortium meetings during the operational phase of the program for the purpose of establishing policies and reviewing development.

G. Educational Development Corporation: (See Volume II under Development)

Year One expenditures: $53,000

Commitment: (a) appointment of a senior staff member to devote 25% of his time to the coordination of the testing and evaluation of the various modules; (b) provision of 25 persons to take 10 or more hours of training for evaluation purposes; (c) development of 80 hours of training in "developmental conception and design in research," 30 hours of training in "objective setting," and 80 hours of training in "design and analysis," plus instruments for the diagnostic subsystem in these three areas, post-module evaluation instruments in all three areas; and (d) designation of a consortium representative to attend periodic meetings during the operational phase of the program for the purpose of establishing policies and reviewing development.

H. Arizona State University: (See Volume II under Development)

Year One expenditures: $15,000

Commitment: (a) appointment of a senior staff member to devote 25% of his time to the coordination of testing and evaluation of the various modules; (b) provision of 100 ASU students to take 10 or more hours of training from the program for the purpose of evaluation; and (c) development of 50 hours of training in "conceptualization of goals and processes," for the training subsystem, the instruments for the diagnostic subsystem in that same area, and the post-module evaluation instrument in that area.

I. Brigham Young University: (See Volume II under Development)

Year One expenditures: $10,000

Commitment: (a) appointment of a senior staff member to devote 25% of his time to the coordination of the testing and evaluation of the various modules; (b) provision of 50 students to take 10 or more hours of training from the program for the purpose of evaluation; and (c) development of trainee handbooks, supervisor handbooks, and guidelines for internships in the areas of research, development, and diffusion, with evaluation included in each area.

J. Santa Clara Center for Planning and Evaluation: (See Volume II under Development)

Year One expenditures: $10,000

Commitment: Development of the training program information component. This is an automated student file of individual records for each trainee containing personal data, background, training experience, internship experience, and follow-up information.

K. Other institutions participating in the consortium's training program, but not receiving sub-contracts for Year One are:

1. Human Development Institute
2. Pennsylvannia Department of Public Instruction/Office of Educational Research and Statistics
3. United States R & D Corporation

These institutions will not participate directly the first year but may be retained as consultants in development and evaluation.

Of the four subsystems and their components, the diagnostic and training subsystems are of highest priority during the first year. Most of the

diagnostic components will have been developed, tested, evaluated and revised by the end of Year One. The entire subsystem will be ready for field testing by Year Two and operational as part of the entire System by Year Three. Most of the training components also will have been completed by the end of Year One. Budgeting for materials development during Year One has been given priority, and the expenditures for the first year have been alloted according to requirements of the training and diagnostic subsystems.

II. Training Development. Total training development costs for Year One are scheduled at $19,001. Of this sum other direct costs will be $15,834. Salaries and employee benefits account for $5,756; travel, supplies, communications, and duplication and printing costs are projected at $2,530. Data processing and statistical analysis costs will be $100.

The latter one-third of Year One will involve short-term pilot testing of training modules and components of the subsystems. Full-term field testing will occur during the second and third years after all components are developed. (See Figure 4.)

III. Program Development. Project costs for program development are budgeted at $25,501. Of this sum, other direct costs will be $8,522; personnel salaries and benefits will be $8,634; travel, supplies, communication costs, and duplicating and printing costs total $3,530. Statistical services and rental fees will be $270. Program development will include central coordination and operations, evaluation, and planning for the training program.

The rationale for distribution of funds within the consortium is based on the purposeful convergence of consortium-selected personnel and expertise among members to develop and implement effectively a training program. The Southwest Educational Development Laboratory serves as prime contractor of RFP 70-12. Consortium members have agreed to this role throughout the development of the entire program. The centrality of coordination and planning permits a proficient exercise of talents, time and funds. Through cost-reimbursement sub-contracts, the Laboratory, as prime contractor, can exercise quality control of training development activities and provide effective utilization of funds. Those funds not specifically sub-contracted or scheduled for such items as travel will be utilized by the Laboratory training staff in developing the diagnostic and placement subsystems, and the "orientation" and "implementation of outcomes" modules. Further, a portion of evaluation, training, and internships will be carried on in the Laboratory along with central coordination activities.

A DESIGN OF NEW PATTERNS TO TRAIN
RESEARCH, DEVELOPMENT, DEMONSTRATION/DISSEMINATION
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EVALUATION PERSONNEL IN EDUCATION

PROPOSED BUDGET
February 1, 1971 - July 31, 1974

	YEAR 1 Feb. 1, 1971- Jan. 31, 1972	YEAR 2 Feb. 1, 1972- Jan. 31, 1973	YEAR 3 Feb. 1, 1973 Jan. 31, 1974	YEAR 4 Feb. 1, 1974- July 31, 1974	TOTAL
PERSONNEL SALARIES	$ 47,300	$ 49,340	$ 50,999	$ 35,033	$182,672
EMPLOYEE BENEFITS (22.4% total salaries)	10,259	10,716	11,200	7,735	39,910
TRAVEL	9,950	9,950	8,950	4,975	33,825
SUPPLIES AND MATERIALS	1,186	1,189	1,223	1,048	4,646
COMMUNICATIONS	3,163	3,163	3,163	2,638	12,127
DUPLICATING AND REPRODUCTION	11,000	13,500	12,323	3,800	40,623
STATISTICAL SERVICES	1,000	1,000	1,000	600	3,600
TESTING SERVICES	-0-	-0-	-0-	-0-	-0-
OTHER SERVICES	-0-	-0-	-0-	-0-	-0-
FINAL REPORT	200	200	200	200	800
EQUIPMENT (Rental)	800	800	800	400	2,800
TRAINING COST	-0-	-0-	-0-	-0-	-0-
INSTITUTIONAL COST	-0-	-0-	-0-	-0-	-0-
OTHER DIRECT COSTS	123,475	118,475	118,475	47,737	408,162
Meeting Costs	(150)	(150)	(150)	(75)	(525)
Rent and Utilities	(5,325)	(5,325)	(5,325)	(2,662)	(18,637)
Sub-Contracts	(118,000)	(113,000)	(113,000)	(45,000)	(389,000)
Subtotal Direct Cost	208,333	208,333	208,333	104,166	729,165
*INDIRECT COST (20% of Direct Cost)	41,667	41,667	41,667	20,834	145,835
TOTAL PROJECT COSTS	$ 250,000	$ 250,000	$ 250,000	$ 125,000	$ 875,000

*Rate accepted by the Department of Health, Education, and Welfare, Office of Education, Division of Educational Laboratories

Table 3

Second Year Expenditures - February 1, 1972 to January 31, 1973: (See Figure 6)

Total project costs for the second year of operation are budgeted at $250,000. Of this sum, direct costs sub-total $208,333. Indirect costs (at 20% of direct costs) will be $41,667.

Salaries for the second year will be $50,056, including 22.4 percent benefits to staff. Working expenditures are as follows:

Travel	$ 9,950
Supplies and materials	1,223
Communications	3,163
Duplicating and reproduction	16,323
Statistical services	1,000
Final Report	200
Equipment rental	800

There will be no testing, training and stipends or institutional costs incurred during the second year.

Sub-contract costs for this second period are $113,000. A list of sub-contracts and the projected expenditures are:

University of Texas College of Education	$ 5,000
University of Texas R&D Center for Teacher Education	5,000
Texas Education Agency	5,000
Education Service Center - Region XIII	5,000
Austin Independent School District	5,000
Louisiana State University	10,000
Educational Development Corporation	28,000
Arizona State University	15,000
Brigham Young University	10,000
Santa Clara Center for Planning and Education	11,500
Human Development Institute	5,000
Pennsylvania State Dept. of Public Instruction	5,000
U. S. R&D Corporation	3,500
TOTAL	$113,000

During the second year, the training and diagnostic components will have been completed and directed toward field testing as parts of their respective subsystems. Components for the management and placement

subsystems will be nearing completion for incorporation into the total training system.

Internships will begin in late 1972, and all programs will be nearing a final evaluation and revision during the third year.

Third Year Expenditures - February 1, 1973 to January 31, 1974:

Total project costs for this period are $250,000. Of this, $208,333 is projected as direct costs, with indirect costs of $41,667 (20% of direct costs).

Salaries for the third year will be $62,199, including 22.4 percent employee benefits. Working expenditures are as follows:

Travel	$ 8,950
Supplies and materials	1,223
Communications	3,163
Duplicating and reproduction	12,323
Statistical services	1,000
Equipment rental	800
Final report	200

Sub-contracts for $113,000 occur as follows:

University of Texas College of Education	$ 11,000
University of Texas R&D Center for Teacher Education	11,000
Texas Education Agency	11,000
Education Service Center - Region XIII	11,000
Austin Independent School District	11,000
Louisiana State University	5,000
Educational Development Corporation	5,000
Arizona State University	10,000
Brigham Young University	10,000
Human Development Institute	10,000
Pennsylvania State Dept. of Public Instruction	10,000
U. S. R&D Corporation	8,000

All components will have been incorporated into subsystems and prepared for field testing of the entire training program. Early 1973 will provide time for final evaluation and revision. The diagnostic subsystem will be operational, and Year Two training will permit placement of trainees who have completed modules and internship experience.

Fourth Year Expenditures - February 1, 1974 to July 31, 1974: (See Figure 8)

Total expected costs for the last six months of the program are projected at $125,000. Of this, direct costs are $104,166 and indirect costs are $20,834. Salaries and employee benefits are scheduled at $42,768. Working expenditures are as follows:

Travel	$ 4,975
Supplies and materials	1,048
Communications	2,638
Duplicating and reproduction	3,800
Statistical services	600
Final Report	200
Equipment rental	400

As with previous periods, there will be no testing, training or institutional costs as defined on "Application for Research Support," form #6022.

Sub-contracts total $45,000 and appear as follows:

University of Texas College of Education	$ 7,000
University of Texas R&D Center for Teacher Education	7,000
Texas Education Agency	7,000
Education Service Center - Region XIII	7,000
Austin Independent School District	7,000
Louisiana State University	5,000
Education Development Corporation	5,000

Funding for this period will be primarily aimed at development of appropriate diffusion mechanisms for the training program. All components and subsystems will have been field tested as an operational training program. The Final Report is scheduled for mid-July, 1974.

A DESIGN OF NEW PATTERNS TO TRAIN
RESEARCH, DEVELOPMENT, DEMONSTRATION/DISSEMINATION,
AND
EVALUATION PERSONNEL IN EDUCATION

PROPOSED BUDGET
February 1, 1971 - July 31, 1974

PERSONNEL SALARIES		$182,672.
EMPLOYEE BENEFITS (22.4% of total salaries)		39,910.
TRAVEL		33,825.
SUPPLIES AND MATERIALS		4,646.
COMMUNICATIONS		12,127.
DUPLICATING AND REPRODUCTION		40,623.
STATISTICAL SERVICES		3,600.
TESTING SERVICES		-0-
OTHER SERVICES		-0-
FINAL REPORT		800.
EQUIPMENT (Rental)		2,800.
TRAINING COST		-0-
INSTITUTIONAL COST		-0-
OTHER DIRECT COSTS		408,162.
Meeting Cost ($25 per Meeting)	$ 525.	
Rent and Utilities (1,250 sq. ft. x $4.26/sq. ft./yr.)	18,637.	
Sub-Contracts	389,000.	
Subtotal Direct Cost		729,165.
*INDIRECT COST (20% of Direct Cost)		145,835.
TOTAL PROJECT COSTS		$875,000.

*Rate accepted by the Department of Health, Education and Welfare, Office of Education, Division of Educational Laboratories

Table 4

Summary

The total projected cost of the consortium's proposed training program is $875,000 over 42 months. Funds for the entire training program will be dispersed through Southwest Educational Development Laboratory acting as prime contractor. Sub-contracts will be let on a cost-reimbursement basis through the Laboratory to provide quality control and efficiency of operation.

The budget breakdown for materials, training, and program development over the three-and-a-half year period, is as follows:

Year One - $250,000
Year Two - $250,000
Year Three - $250,000
Year Four - $125,000

Of the total sum, sub-contracting costs will amount to $389,000 and will be alloted to the following institutions for development of specific components and subsystems. The sub-contractors, other consortium members, and the Laboratory will provide trainees, internships, and training evaluation personnel for the program.

AGENCY	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR	TOTAL
U.T. College of Education	$ 2,000	$ 5,000	$11,000	$ 7,000	$25,000
U.T. R&D Center	2,000	5,000	11,000	7,000	25,000
Texas Education Agency	2,000	5,000	11,000	7,000	25,000
Austin Ind. School District	2,000	5,000	11,000	7,000	25,000
Louisiana State U.	20,000	10,000	5,000	5,000	40,000
Ed. Development Corp.	53,000	28,000	5,000	5,000	91,000
Arizona State U.	15,000	15,000	10,000	-0-	40,000
Brigham Young U.	10,000	10,000	10,000	-0-	30,000
Santa Clara	10,000	11,500	-0-	-0-	21,500
Human Development Corp.	-0-	5,000	10,000	-0-	15,000
Penn State	-0-	5,000	10,000	-0-	15,000
U.S. R&D Corp.	-0-	3,500	8,000	-0-	11,500
Education Service Center - XIII	2,000	5,000	11,000	7,000	25,000

The rationale for sub-contracting component and subsystem work is that the most capable and knowledgeable resources in the consortium or those designated by the consortium should be engaged to construct a training program designed to meet RDD&E needs. The consortium has thereby designated sub-contracts among its members or from selected national institutions for construction of critical parts to produce a viable training system. Expenditures shall be met by cost-reimbursement through the prime contractor, Southwest Educational Development Laboratory. This strategy allows for maximum administrative and managerial utility.